DOCUMENT RESUME

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TITLE	Deductive Strategies (Module No. I:D-3 of the Competency-Based Teacher Education Series). Description of Teacher Inservice Education Materials.
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ABSTRACT

The learning module described is for the use of both preservice and inservice teachers at the middle and secondary school level. This module deals with the concept of the advance organizer, which provides teachers with a tool that can increase their ability to induce learning from students who have wide individual differences. This is done through the sequencing of material so that it is recalled in the context of other relevant concepts. Included in this descriptive report is the scope and sequencing of topics in the module and activities and resources involved. Also included is a critique of the module and ordering information. (JD)

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ED167553

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: DEDUCTIVE STRATEGIES (Module No. I:D-3 of the Competency-Based Teacher Education series)

Publication Date(s): 1972; revised, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

Intended Users: Preservice and inservice teachers interested in acquiring skills which should contribute to an improved overall teaching style

Grade Level(s): Middle and secondary school

Number: Individual or group

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Primary Focus: The intent of this module is to enable users: 1) to demonstrate an understanding of the advance organizer strategy which will help them to respond to student differences; and 2) to sequence their classroom materials in a way which will facilitate learning. This is applicable to all content materials.

School subject(s) and/or inservice topic(s) covered:

This module deals with the concept of the advance organizer, which provides teachers with a tool which can increase their ability to induce learning from students who have wide individual differences. This is done through the sequencing of material so that it is recalled in the context of other relevant concepts.

What participant does in using the materials:

The user reads the objectives, takes the pretest, reads the rationale, selects an instructional objective, and takes the posttest. If the user passes the pretest, there is no need to continue through the other steps.

Resources: Needed for program implementation are: the 25-page booklet, "Deductive Strategies"; a group of peers will participate in discussion of the material and will evaluate one another's teaching demonstrations; a module director who will organize the program, leads discussions and evaluate participants. A videotape machine is needed if a participant chooses to self-evaluate, or in the case where an individual undertakes the module alone. Approximate time needed for program completion is ten hours.

Describer critique:

The scope and complexity of the material would make use of the additional resources suggested in the booklet (or similar subject matter) desirable, depending upon the prior familiarity of the user with the concept of deductive reasoning. The failure to include a table of contents for the module is somewhat of a drawback in the effectiveness of the module, but its overall organization is good.

TS81 teaching strategies - (TS) classroom learning environment - (TS) lesson planning TD

SP013 962

1.0 PURPOSES:

Rationale

The principle of competency-based education implies that certain needs are identified by those associated in some degree with teacher effectiveness; objectives are set, means to achieve those objectives are developed, and ways in which the learning that takes place can be measured are supplied. The nine modules in this series follow this pattern, and are designed to enhance the instructional strategies and professional competence of teachers.

Goals

The goals of this module are to enable users:

- To develop the ability to use advance organizers in the preparation of lessons, and,

- to sequence content material in such a way as to facilitate learning.

Objectives

The performance objectives of this module are that learners will demonstrate an understanding of the advance organizer strategy, and will design lessons on topics of their choosing to be taught with that technique.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The scope of this module is illustrated in the section which describes the terminal objectives. That is:

- To develop an understanding of the advance organizer strategy, the user will:

  1) design a lesson on a topic from his/her discipline to be taught using the advance organizer technique;

  2) implement the lesson in a 15 minute Teach, during which the user will:

     a. administer a pretest,
     b. assign an appropriate organizer on the basis of the results of the pretest,
     c. teach the lesson,
     d. administer a posttest, and
     e. make recommendations for next steps.

Sequence

A sequence is suggested in the instructions for completing the various elements in each module, and should be followed for best results.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Most of the instructional modules (IM) utilized in the University of Texas at El Paso Teacher Education program follow a similar format: specific instructions are included in each IM. The user reads the objectives, takes the pretest, reads the rationale, selects an instructional alternative, and takes the posttest. If the user passes the pretest, there is no need to continue through the other steps. If the user fails the posttest, it will be necessary for him/her to recycle and select another instructional alternative.

3.2 Help given in use of product:

No specific help is given beyond that in the body of the material, which also includes study questions and some related examples. An evaluation form for the advance organizer strategy, to be used by peers to assess a"Teach", appears on page 24. An instructor is needed to evaluate the participants' teaching performance and will also serve as a discussion leader.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each of the nine modules has a pretest and a posttest which permit the participant to evaluate inservice learning. An evaluation form is also provided for peer group assessment of individual teaching performances.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Needed for program implementation are: the 25-page booklet, "Deductive Strategies"; a group of peers who participate in discussion of the material and will evaluate one another's teaching demonstrations (Teach); a module director who will organize the program, lead discussions, and evaluate participants. A videotape machine is needed if a participant chooses to self-evaluate, or in the case where an individual undertakes the module alone. Approximate time needed for program completion is ten hours.

Also suggested for use with the program is a book titled, Meaningful Verbal Learning, by D.P. Ausubel.

5.2 Distributor name/address:

College of Education
The University of Texas at El Paso
El Paso, Texas 79968

Dr. Phyllis K. Benson
Director, Learning Resource Center
(915) 747-5562

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
CBTE Series of Nine Modules	Total: $18.00	no	1/participant	yes
DEDUCTIVE STRATEGIES Module No. I:D-3 of the Competency-Based Teacher Education Series	$2.00	no	1/participant	yes
Other Modules				
I:D-1 "Instructional Strategies"	2.00	no	1/participant	yes
I:D-2 "Inductive Strategies"	2.00	no	1/participant	yes
I:D-4 "Instructional Modules: What They Are"	2.00	no	1/participant	yes
I:D-5 "Individualizing Instruction"	2.00	no	1/participant	yes
I:D-6 "Tutoring"	2.00	no	1/participant	yes
I:D-7 "The Open Classroom Concept"	2.00	no	1/participant	yes
I:D-8 not included				
I:D-9 "Use of Community Resources"	2.00	no	1/participant	yes
I:D-10 "Programmed Instruction"	2.00	no	1/participant	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The author of this module is Ms. Norma Hernandez, Dean of the College of Education, the University of Texas at El Paso.

6.2 How developed and when:

The product was field tested on the campus of the University of Texas at El Paso both with inservice teachers taking courses and with preservice undergraduate students doing their practicum. Some of the exercises were simulated with peers. In most cases, the module was revised one year after its original development based on feedback from the field.

6.3 Evidence of effectiveness with users:

As part of the development of the product, revisions were made one year after its initial publication.

Since the time of those revisions, no formal instrument designed to measure effectiveness with users has been produced, nor is such information available.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

Although the developer has claimed that this module is self-contained, some prior understanding of the principles of deductive reasoning would be helpful in achieving the stated objectives. Ausubel's book, Meaningful Verbal Learning, would be an appropriate resource. This module is adaptable for all content teachers at the secondary level in a variety of disciplines. The technical quality of this material is adequate. It is mimeographed and spiral-bound.

Content accuracy/social fairness/community acceptance issues:

The material is frequently referenced and the readings referred to are listed in the back of the module. Therefore, content may be considered factually accurate. There is no apparent ethnic bias in the material. Content controversy would arise primarily on a high philosophical level, if at all, from someone in total disagreement with the basic principles here expressed. No sex bias seems intended; however throughout the module the user is referred to the the masculine gender.

Overall summary/comment:

This module does not contain a table of contents, or the equivalent, making it difficult for the user to scan for general scope and content. Also, the developer's time estimate (ten hours) may, under some circumstances, be somewhat optimistic depending upon the knowledge and background of the user. However, as one of several sources, this material could be very helpful in leading teachers to organize their material so as to facilitate learning for their students.

LB-9/77